BULLETIN TO THE SCHOOLS

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November 1948

VOLUME 35
NUMBER 3

THE UNIVERSITY OF THE STATE OF NEW YORK

ONCE AGAIN, for the 82d time, representatives of the educational panorama which comprises The University of the State of New York met in Convocation in Albany. In this issue of the BULLETIN TO THE SCHOOLS, is presented the story of the Convocation, held in Chancellors Hall on October 15th, both in words and pictures. Formal proceedings of the Convocation will be published later.

The cover picture of the opening of the Convocation and the photographs on pages 76, 78, at the bottom of page 79 and on pages 80 and 81 are by Kenneth W. Ireland, Department photographer. The other Convocation photographs are by John Heller, State Museum photographer.

THE UNIVERSITY OF THE STATE OF NEW YORK

BULLETIN TO THE SCHOOLS

Issued monthly during the school year by the State Education Department

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This bulletin is sent without charge to all schools and educational institutions of the State. To others it will be mailed postpaid for 50 cents a year, 10 cents for single copies.

Entered as second-class matter September 30, 1914, at the post office at Albany, N. Y., under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, act of October 3, 1917, authorized July 19, 1918.

A400m-O48-12,500(28985)*

UNIVERSITY OF THE STATE OF NEW YORK PRESS

The University of the State of New York

Bulletin to the Schools

VOLUME 35 NOVEMBER 1948 NUMBER 3

Lieutenant Governor Hanley Praises State System of Education

Called upon for remarks at the close of the afternoon session of Convocation, Lieutenant Governor Joe R. Hanley in an impromptu address provided one of the high spots of the gathering. His address follows.

As I ATTEND this session of the Convocation of the Regents and listen to the stimulating papers, I am much concerned with the number and complexity of present-day educational problems. To an equal extent I am impressed by the high caliber of the men and women who are grappling with these problems — in the local school systems as trustees, school board members and faculty members, and, on the state level, as members of the Board of Regents.

I am very proud of our State Board of Regents both as an institution and as individuals. I am glad that as a member of the Assembly and then of the Senate I helped elect nearly every one of them. It must be confessed that some of them have turned out to be different from what we expected. These differences have consisted, however, in their having capabilities even beyond those which we had anticipated.

The New York State system of education, headed by the Regents, is a superior system. On behalf of the people of the State I hereby pay tribute to the Regents for the time, the energy and the real " brain " power that they devote to their work. Money could not hire or pay for the hours which these men and women give freely. Money couldn't compensate for the time which they give from their busy lives or the wisdom which they contribute from their cultured intellects.

But it is of our teachers that I wish to speak chiefly. Some of those who represent the teachers here in Albany are really " professionals " in their work in promoting legislation. But of the ordinary classroom teacher we see little here in Albany, we hear less. Year in and year out, in the schoolrooms of the State these men and women are giving from the best of their character and their culture and their intelligence. They are giving to our boys and girls far more than they are getting from their books.

Of course we can not pay them fully in dollars and cents, but I think that it is also in appreciation that they are not adequately compensated. It has been suggested that the salaries of teachers should be increased so that they will be comparable to those of physicians, lawyers and practitioners in other professions. Certainly it can not be denied that, in their communities, school teachers should be on a par with other professions in the admiration they receive from the public, in their social standing and in prestige.

Ours is a great and wonderful state system of education. It is my belief that the people of the State get more for their school tax dollar than for any other.

Regents Honor General Eisenhower

New President of Columbia University Receives Honorary Degree at Convocation

THIS HOOD symbolizes membership in the body of educators who must win the battle against world ignorance, prejudice and resulting world chaos, as surely as we had to win the military victory of World War II."

Thus General Dwight D. Eisenhower, president of Columbia University, acknowledged the honorary degree of doctor of laws conferred upon him by The University of the State of New York at the 82d Convocation of the University held in Chancellors Hall, Albany, on October 15th. The awarding of the degree was the highlight of the Convocation and brought the 1300 persons in the audience — one of the largest in Convocation history — to their feet in a tremendous ovation to the popular leader in war and peace.

President Eisenhower continued, in challenge to educators:

> In war it was the infantry soldier who must clinch the victory . . . slugging forward through the mud to take possession of the enemy's territory and institutions before military victory could be said to have been won. In the same way, this educational group is the infantry in this peacetime battle.
>
> The war was won by an integration of all American resources, all the resources of the free world — intellectual, spiritual, moral and material resources. In the same way this battle must be won, *but* always in the forefront must be the educator, the fellow who is battling back the lines of ignorance and prejudice and hate and the things that make it difficult for us to live, nay even threaten the very probability that we may continue to live.

Breaking the analogy between educator and the infantryman in war, responsible for all his actions to the central government, General Eisenhower asserted:

> Because I believe that the Federal Government has no right to take the tax money out of our pockets and then give it to anyone for an expenditure unsupervised by a responsible federal authority, I say that they can not give federal money for the purpose of higher education. . . . In order that there may be no misunderstanding of where at least one old soldier stands on this question, I will have no federal money in higher education as long as there is one single atom of federal control coming with it, as far as I can have any effect on it.

Public schools, colleges and universities and all the many other far-flung activities and institutions of the University were represented at both the afternoon and the evening sessions of the Convocation.

Dr Norman Cousins, editor of the Saturday Review of Literature, spoke at the evening session on the topic, "Education for an Atomic Age." Affirming the need for extension of the period of higher education in order to bridge the gap between formal education and the requirements of a new world community, Doctor Cousins stressed the need for a coordinated national program for keeping the college graduate in "educational trim." "The real significance of the machine age is not that it has tended to replace human labor," said Doctor Cousins, "but that it has replaced human thought." He concluded his address by

saying that Americans have become, willingly or otherwise, the trustees of the human race. "The world is looking to us — yes, still looking to us, even at this late date — for vital world leadership in creating the form and substance of world law. And it is in the making of that leadership that American education — American higher education — can fulfil itself and glorify itself," he said.

Dr F. Cyril James, principal and vice chancellor of McGill University, was also a guest at the Convocation. Speaking on the topic, "The Traditions That Bind," Doctor James emphasized the common roots of history and culture that Canada shares with the United States and the "fundamental unity of spirit in so many of the fundamentals of our way of life."

"Science and technology have placed this continent on the very doorstep of the world," said Doctor James. He continued:

> The world in which we live demands more than a narrow agreement between Canada and the United States to make life comfortable for all of us in the North American Hemisphere. . . We must seek a Commonwealth of Nations . . . freely open to all those nations of the world that are ready to participate in the common task of preserving the traditions that they share. The democratic nations of Western Europe, like the democracies of South America, are as much concerned as the peoples of Canada and the United States.

President Eisenhower was presented for the honorary degree by Regent George L. Hinman of Binghamton. The degree was conferred on behalf of the Regents by Commissioner of Education Francis T. Spaulding, President of The University of the State of New York.

In presenting General Eisenhower for the degree, Regent Hinman said:

> Mr Chancellor: I have the honor to present for the honorary degree of doctor of laws, Dwight David Eisenhower.
>
> As Supreme Commander of the Allied Armies in the West, he led a great coalition of the free nations of the world to victory over tyranny and oppression, giving the diverse and youthful forces serving under him a quality of leadership that has seldom, if ever, been surpassed in human history.
>
> Returning with the accolade of a grateful world upon him, he submerged personal ambition to the highest dictates of democratic citizenship and dedicated his great gift of leadership to the continuing education of our youth in the heritage of freedom which he and they, together, did so much to preserve.
>
> Confident that his leadership of youth will be as fruitful in peace as it was glorious in war, we, the Regents, present him now for this tribute — a token, may I say, of a cordial welcome and of our deep respect and warm affection.

In conferring the degree upon President Eisenhower, Doctor Spaulding said:

> Dwight David Eisenhower: Famed soldier, liberator of oppressed peoples, defender of democracy at home and abroad, of the American spirit, exemplar to all the world —
>
> By virtue of the authority of the Board of Regents of The University of the State of New York, I now have the honor and pleasure to confer upon you the honorary degree of doctor of laws. And in testimony of this, I present you with this diploma and with the royal purple and gold insignia of the University.

As the diploma of his honorary degree was presented to President Eisenhower, Regent Wm Leland Thompson of Troy, chairman of the Regents committee on Convocation, and Regent Dominick F. Maurillo of Brooklyn placed on General Eisenhower's shoulders the hood of the University.

Chancellor William J. Wallin led the academic procession into Chancellors Hall and presided at the evening session.

Several college presidents appointed during the past year were introduced by

General Dwight D. Eisenhower (right) chats with Commissioner Francis T. Spaulding and Regent George L. Hinman (center) at the evening session of Convocation, when President Eisenhower received the honorary degree of doctor of laws.

Principal participants in the evening session of Convocation are, left to right, Norman Cousins, President Eisenhower, Principal F. Cyril James, Chancellor William J. Wallin and Lieutenant Governor Joe R. Hanley.

The academic procession moves down the stairs to Chancellors Hall. At the top left is the Rev. William Lloyd Imes, who pronounced the benediction. Beside him is Regent Hinman. Next below are Vice Chancellor John P. Myers and Doctor Cousins; then Principal James and President Eisenhower; at the bottom are Chief Justice John T. Loughran and Lieutenant Governor Joe R. Hanley.

Chancellor Wallin (right) opens the evening session of the Eighty-second Convocation of The University of the State of New York. At the top left can be seen a few members of the Skidmore College Choir which, under the direction of Hoyt L. Irwin, entertained the huge Convocation audience.

" My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the Pilgrims' pride,
From ev'ry mountain side,
Let freedom ring."

With the singing of the first verse of " America," the Convocation opens. In the front row are Doctor Cousins, President Eisenhower, Lieutenant Governor Hanley and Regent Susan Brandeis.

" Famed soldier, liberator of oppressed peoples, defender of democracy at home and abroad, of the American spirit, exemplar to all the world " — thus Commissioner Spaulding (right) greets President Eisenhower as he confers upon the General the honorary degree of doctor of laws. At the left are Regent Dominick F. Maurillo, who assisted in the ceremony, and Regent Hinman, who presented President Eisenhower for the degree.

Platform guests and participants in the evening session of Convocation join in the thunderous applause that follows the awarding of the honorary degree to President Eisenhower. Left to right are Regent Hinman, Doctor Cousins, President Eisenhower and Lieutenant Governor Hanley.

Associate Commissioner Algo D. Henderson and welcomed by Regent Welles V. Moot of Buffalo. Present on the platform for introduction were Presidents Eisenhower; Alan Willard Brown, Hobart and William Smith College; Jess H. Davis, Clarkson College of Technology; Lewis A. Froman, Russell Sage College; Chester L. Buxton, Paul Smith's College; Frederick A. Morse, Associated Colleges of Upper New York; and Oliver C. Carmichael, Chairman, Board of Trustees, State University of New York.

During the program the Skidmore College Choir, under the direction of Hoyt L. Irwin, chairman of the music department of that college, sang several selections. Music for the academic processionals was provided by an instrumental ensemble directed by Dr William K. Wilson of the Division of School Buildings and Grounds of the Department.

At the close of the evening session the Regents held a reception in the Rotunda of the State Education Building.

Vice Chancellor John P. Myers presided at the afternoon session, which was in honor of local boards of education throughout the State. New superintendents of schools, present at the Convocation, were introduced by Associate Commissioner Harry V. Gilson and welcomed by Regent Roger W. Straus of New York. They included Carl Payne, Norwich; Donald K. Phillips, New Rochelle; Homer I. Smith, West Hempstead; Carl G. Sorenson, Plattsburg; Charles T. Cowan, Saranac Lake; Franklin B. Clark, first supervisory district, Greene county.

Greetings to the school board members, who were especially invited to the Convocation, were given by Deputy Commissioner Lewis A. Wilson.

Dr Charles F. Gosnell, State Librarian, introduced Joseph B. Rounds, director of the Erie County Public Library, the first county library in the State. Ralph A. Beals, new director of the New York Public Library, and Frieda F. Gates, new director of the Syracuse Public Library, were also presented.

At a forum on "Home Rule in Education," which featured the afternoon session, three representatives of local boards of education participated. Professor John F. Sly of Princeton University, who was to speak in the forum discussion on "Finance" was unavoidably prevented from attending the session.

Dr Andrew C. Clauson jr

Dr Andrew C. Clauson jr, president of the New York City Board of Education, speaking on "The Program of Instruction," said:

> As a businessman, I know well that an enterprise which has stopped progressing is an enterprise which is beginning to decline. You can't live on old business alone. I believe that this holds true for instructional programs. They must move ever forward to new

Dr Clyde B. Moore

areas of efficiency and service. Continually changing conditions call for frequent reappraisal of instructional programs, frequent modification, frequent discarding of the obsolete and inclusion of the new.

Dr Clyde B. Moore, member of the Ithaca Board of Education, and Harold L. Fuess, president of the board of Waterville Central School, also spoke on the forum panel.

Doctor Moore, speaking on "The Selection and Promotion of Teachers," said:

> Through farsighted policy making and wise cooperative programs, designed to lift the status of the profession of teaching, boards of education can contribute wisely and well in the selection and promotion of teachers for the future. . . We are suggesting that boards of education in their respective communities use all the leadership and influence they can command to encourage the young men or young women to enter teaching.

In his discussion of "School District Organization" Mr Fuess said:

> I fully believe that the central school is the proper unit for the rural child and that generally central schools have demonstrated their usefulness; yet I would be remiss if I did not say to you that they can not exist and be of great benefit unless they receive more liberal state support than is provided in the average urban school.

Mr Fuess called the passage of the intermediate unit law most significant, because it enables central schools to provide classes and services not now provided, and to provide them economically.

Lieutenant Governor Joe R. Hanley, who was a guest at both sessions of Convocation, concluded the afternoon meeting with impromptu remarks lauding the state system of education. His remarks are printed on page 73 of this issue.

Harold L. Fuess

Survey Reveals School Building Needs

Huge Sum Required To Construct or Repair Public Schools of the State

SCHOOL BUILDING needs in New York State between now and 1956, as estimated by local school authorities, total $1,338,444,788 for 1799 projects, according to a state-wide survey made by the State Education Department. This amount of money would provide building facilities for about 827,000 school children.

Of this enormous sum, $580,418,593 in new buildings and repairs — 614 projects — were listed by local school districts as needed before September 1950. This figure does not include $76,622,962 for 127 projects now under construction.

The survey, directed by Dr Don L. Essex, Director of the Division of School Buildings and Grounds, was started last May by direction of Commissioner Francis T. Spaulding, to determine the basic needs in regard to school construction and deferred repairs in order of their priority.

Questionnaire forms were sent to all city, village and district superintendents. Information concerning buildings needed and deferred repairs was requested for all districts, except union free and common school recommended for inclusion in a proposed central district or for annexation to an existing central district under the Master Plan. (Since practically all the State is covered by the Master Plan, only a handful of reports were received from union free and common school districts.) Estimates of building needs for such districts were provided by the Division of School Buildings and Grounds.

The survey covered the following main categories:

1 School buildings or additions needed before September 1, 1950, including deferred repairs

2 School buildings or additions needed between September 1, 1950, and September 1, 1956

Replies were received and tabulated from all cities and villages and from about 90 per cent of all other districts. The actual studies used to arrive at the total figures included the following:

Type of District	*Number*
Cities	62
Villages	98
Central	311
Proposed Central	109
Union Free	44
Common	29
Total	653

Commissioner Spaulding, in announcing the results of the tabulations, termed the building shortage one of the most acute educational problems in New York State today. He added, however, that the school building situation is critical throughout the Nation.

The shortage results, as Doctor Spaulding pointed out, from three main factors: (1) for the past nine years, because of shortages growing out of the war, there has been practically no construction; (2) abnormally high costs of construction have delayed building projects that ordinarily might have been undertaken; (3) school enrolments have increased, due to

Building Projects and Their Estimated Costs to meet School Building Needs in New York State, September 1, 1948–September 1, 1956, and September 1, 1948–September 1, 1950, arranged by types of school district.

	Reported School Building Projects and Repairs Needed Sept. 1, 1948–Sept. 1, 1956[1]		*Reported School Building Projects and Repairs Needed Sept. 1 1948–Sept. 1, 1950*[2]	
	Projects	*Estimated Cost*	*Projects*	*Estimated Cost*
New York City ...	693	$685 313 447	205	$331 832 787
Other Cities	251	191 198 054	50	85 225 265
Villages	192	136 205 776	95	59 567 898
Central	394	137 839 141	234	90 737 143
Proposed Central ..	196	139 520 000	...	.....
Union Free[3]	46	36 088 970	16	10 453 350
Common[3]	27	12 279 400	14	2 602 150
	1 799	$1 338 444 788	614	$580 418 593

[1] Includes 127 projects now under construction at a cost of $76,622,962.
[2] Exclusive of 127 projects now under construction costing $76,622,962.
[3] The union free and common school districts reported are mainly in suburban areas. All other union free and common school districts are included in the data on proposed central districts.

the rapidly rising birth rate. In addition to this there are many "problem areas" in the State where rapid shifts of population have greatly accentuated overcrowding in the schools. For instance, a small common school district located near New York City has been operating a three-teacher building for several years. A gigantic residential development is now under way in the district and in a short time this rural community will mushroom into an urban center — and the district will be faced with a school building program costing several million dollars.

The survey also reveals that under the present conditions there are already more than 108,000 pupils in the State whose education is substandard either because of inadequate length of school session or inadequate facilities. In some cases classes are held in basement, attic or locker rooms. Some schools have been obliged to house their pupils in bus garages, churches, town halls, lodge halls, store buildings, residences — in fact, almost any type of building that could be pressed into use. Many schools have cut out essential services or have restricted the educational program, certainly not from choice nor from indifference to the welfare of the school children but because in desperation they could find no other solution.

In addition, there are 13,920 elementary class groups numbering over 30 pupils in size. In some cases, 40 or 45 or 50 pupils are included in one class. The following table shows the distribution of substandard conditions in the school buildings of the State:

Pupils in Substandard Conditions

	No. of Pupils on Part-time Session	*No. of Pupils in Substandard Rooms*	*No. of Elementary Class Groups Over 30*
New York City	38 770	24 995	8 734
Other Cities ..	657	15 809	2 526
Villages	368	5 415	837
Central	1 119	15 648	1 439
Union Free ...	4 075	1 099	326
Common	36	512	58
Total[1]	45 025	63 478	13 920

[1] No data are available on substandard conditions in proposed central districts.

Adequate housing for these pupils now subjected to the ill effects of substandard facilities can be provided, in some in-

stances, by simply constructing an addition to an existing building, consisting of classrooms, according to Doctor Essex. "In most cases, however, the need will be met either by an all new building or by additions providing many facilities other than classrooms," he points out. "Gymnasiums, auditoriums, cafeterias, homemaking rooms, health suites and many other facilities essential to the operation of a good school will be included. To build classrooms and classrooms only would set back by a half century the educational program in this State."

In the survey form provision was made for specifying one or more of the following reasons for the buildings or additions needed:

1 To replace a building destroyed by fire
2 To replace an obsolete structure
3 To house an increased enrolment
4 To provide for a shift in population
5 To provide a better educational program
6 For other reasons

School superintendents reporting to the State Education Department listed five main reasons for their building needs, as follows: to replace buildings destroyed by fire, 19 projects; to replace obsolete structures, 387 projects; to house increased enrolments, 773 projects; to provide for shifts in population, 133 projects; to provide a better educational program, 1296 projects. In most cases a school listed its needs under more than one of these headings.

Doctor Essex terms these estimates of building needs made by school districts a "reasonable statement of the amount of construction necessary if education is not to suffer." Some of the needs, of course, he explains, are more pressing than others, and if these are not promptly met, "not only will education suffer, but thousands of boys and girls will simply have no place to go to school."

For 814 building projects, Doctor Essex said, sites are already available; for 462 projects, architects' plans have been started; and for 378 projects, architects' plans have been completed.

Doctor Essex points out that during a 30-year period the number of births in New York State has varied from a low of 181,921 in 1936 to a high of 325,092 in 1947, an 80 per cent increase. The full import of this rise, he said, is not yet felt in elementary schools, and the peak of elementary enrolment will not be reached until about 1956.

A summary of the basic building needs for the State, for the period ending September 1, 1956, is as follows:

1 Provision for 614 buildings or additions before September 1, 1950, at a cost of $554,284,902, exclusive of projects now under construction
2 Provision for deferred repairs at a cost of $26,133,691
3 Provision for 1058 buildings or additions between September 1, 1950, and September 1, 1956, at a cost of $681,404,233
4 The total cost of buildings, additions and deferred repairs for the eight-year period is $1,261,821,826, exclusive of projects now under construction, thus providing needed facilities for about 827,000 school children by 1956.

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Fire Hazards

Collier's Magazine is printing a series of articles starting with an editorial in the September 18th issue and followed by two special articles, on the fire hazards in the Nation's schools.

The Atomic Age And the Changing Curriculum

FREDERICK H. BAIR
Chief, Bureau of Curriculum Development, Division of Secondary Education
State Education Department

WARREN AUSTIN, United States Representative to the United Nations, writes: "Today, education must prepare people to live in an atomic age . . . in order to avoid destruction on the one hand and to realize the potential achievements on the other."[1]

Even to the first object — that of avoiding destruction in the form of a Wellsian nightmare within the next ten years — the schools can contribute something. Eleven-year-olds will be voters by 1958. The attitudes that they and their older fellow-pupils now in grade and high school will bring to bear on vital issues may be of great weight.

But primarily, of course, the task of averting world catastrophe is up to the adult generation, and with that generation the work of the schools, for success or failure, has already been done. In forms of education, that is a job for the agencies influencing our mature citizens — the press, the pulpit, the radio, the motion picture, television and the like. It is a tough job, and obviously the first question to be settled is whether there is to *be* an atomic age at all. On that point the schools can only hope that the present generation of grown-ups will have sense enough, and luck enough, to pull our civilization through alive.

At that, the task confronting the schools appears in some ways even more difficult. It is hard enough to bring the public up to 1948 — or, in 1948, to foresee 1955! But the demands upon the schools go far beyond that. The State of New York is a massive social organism, and the education of a generation of young people is a long-range affair. It is like aiming big guns across an invisible horizon, or, better, like sowing seeds for a harvest which will be gathered long after the sower shall have vanished from the field. The youth whom the schools are helping to condition today will be at the peak of their influence in 1975, and even in 2000 A. D. The teacher, like the forester, deals with a hundred-year crop!

Admitting the difficulties, what *can* the schools do to help adapt our society to the changes implicit in the discoveries in the field of atomic fission, and in other advances of science, and how are they going about it?

The first step for the schools, it seems plain, is to get and to disseminate accurate and up-to-the-minute information as to what has happened and is happening, first in the field of atomic exploration, and second in the field of social groping for effective adaptations consequent upon scientific advance.

Teachers are in process of finding out what can be taught to young people of various ages and abilities concerning the physics and chemistry of the new and revolutionary discoveries. There is no notion of making nuclear physicists out

[1] Warren Austin in Foreword to Education for International Understanding in American Schools. The National Education Association of the United States, Washington, D. C. 1948.

of impossible material or out of immature but otherwise competent students. But it is obviously the business of the secondary schools to discover what *can* be taught, in pursuing all possible advantage, and the only way to find out is to try. On this point, Dr Warren W. Knox, Director of the Division of Secondary Education, recently reported as follows:

The State Department of Education circularized the schools, requesting them to indicate in what respects the scientific aspects of the release of atomic energy . . . were being emphasized in the secondary school curriculum.

The data received from the schools have been carefully analyzed and may be summarized briefly as follows: The scientific aspects of atomic energy are generally taught in connection with high school chemistry. The schools report that the theoretical structure of the atom and the concept of energy of release are stressed with the Einstein equation for the conversion of mass into energy and vice versa, $E = MC^2$, when E is energy in ergs, M is Mass in grams and C is speed of light in cm/sec. The teachers of science point out the tremendous energy release possible through the conversion of a tiny quantity of mass. One of the New York City high schools, for example, estimated that the complete conversion of one gram of mass would furnish a two-day supply of energy for the City of New York.

In order, in part, to incorporate the experimental findings of the pioneer schools as an integral part of the secondary curriculum, the entire science program of the State of New York is at present in process of revision under the direction of the Bureau of Curriculum Development. Committees of teachers have been approved by the Regents for the rebuilding of syllabuses in general science, biology, physics, chemistry and earth science, and the new general science outline has already been issued to the schools in a tentative trial form.

In the field of the social studies, which deal with the larger human developments consequent upon revolutionary scientific discoveries, the schools reported to Doctor Knox as follows:

The most frequent topics discussed in American history classes include: The Atomic Energy Commission and Its Responsibility to the Security Council; The Baruch-Lilienthal Plan for International Control of Atomic Energy; The Uses of Atomic Energy in Peaceful Pursuits.

In this area, one revision of a state syllabus, American History and World Backgrounds, has already been issued to the schools, and a second is being prepared. The first is a required course for all pupils, and represents a two-year sequence. The second is a three-year course covering the same ground in greater detail, and is at present elected by a little more than half of the high schools of the State. Out of 12 units in the new two-year course, five involve consideration of atomic energy in various ways, and one is devoted exclusively to that subject, under the following large heads:

The problem of survival

Current threats to survival of today's civilization

The new distribution of national power

The responsibility of an individual in a democratic country

One of the problems of the high schools is naturally, in this early stage, to get teaching and learning materials for the teachers and for the pupils. Textbooks are being revised, but movement is so rapid that dependence must fall in large part upon newspapers, pamphlets, radio, motion pictures and similar "quickies." The first teacher's aid of any significance was apparently a pamphlet prepared in Kansas in 1945; it was slight and has been superseded but it marked a pioneer and commendable effort. To date the three most notable pamphlets of interest

to teachers appear to be as follows: (single copies have been distributed to all high schools)

Living in the Atomic Age, a resource unit for teachers in secondary schools, edited by Harold C. Hand. University of Illinois. December 1946

The Challenge of Atomic Energy, a resource unit and discussion guide for teachers and group leaders, by Cracy, Evans, Gotlieb and Light. Teachers College. New York City. 1948

Operation Atomic Vision, a teacher-learner unit for high school students, National Association of High School Principals, 1201 16th st. N. W., Washington, D. C. 1948

In New York State, one of the pioneer study units on "The Crisis of the Atomic Age" has been worked out in the Herkimer High School by Myrtle S. Larkin and Christine A. Hawn.

A fairly definite bibliography to date, including useful and available official reports, pamphlets, news and magazine articles, books, films, radio programs and recordings is in the final stages of preparation and will shortly be distributed by this Department.

These, then, are the most immediate and direct changes in the curriculum of the secondary schools up to this time resulting from developments in atomic energy. Other and important improvements might be included here if a wider interpretation were placed upon the words "atomic age." Profound changes in programs for physical education, health and recreation, for the improvement of home life in all its aspects, for business education, for better job training and placement, for guidance and making the schools fit better the needs of the pupils who drop out — all these and other advances are going forward in general in response to the demands of the new and emerging times.

It is enough here, however, to report the first and deepest effects of atomic discoveries upon the areas of science and the social studies, and to record, in this brief form, what is going on, as a result, in New York State's 1200 secondary schools.

This is the first of a proposed series of articles on the changing secondary curriculum. The next article will appear in an early issue.

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Memorial

Malverne High School dedicated on June 24th the new pipe organ installed in the high school auditorium. The organ is a memorial to graduates and former pupils of the school who lost their lives in World War II. The dedication was made by Dr Howard T. Herber, superintendent of schools, and the organ was accepted by E. Parker McCrum, president of the Board of Education.

School Grows

The School of Practical Nursing in Rochester has found it necessary to enlarge its facilities to take care of its expanded training program. The Rochester Nursing Council recommended the expansion to meet the great need for additional nursing service in the area. Isabel H. Dill R.N. is director of the school, which is located in the Jefferson High School.

Board of Regents

Antidiscrimination Program Started

The Board of Regents at its October 15th meeting took further steps to insure that there shall be no racial or religious discrimination in admission to colleges and other institutions of higher education in New York State.

New Regents rules were adopted, relating to fair educational practices as defined by the 1948 amendment to the state laws forbidding discrimination in admission to higher institutions "because of race, religion, creed, color or national origin." There are approximately 100 colleges and about 300 other institutions which come under the provisions of the act. This followed the action of the Regents at their September meeting in approving the form of the petition to be filed by persons charging such discrimination.

The Regents also instructed the administrator of the Education Practices Act, Frederick W. Hoeing, to make a study of application forms for admission in colleges and other institutions and report to the Board, at the December meeting. This study will be in the nature of a follow-up of the survey by the Temporary Commission on the Need for a State University.

The Regents also directed Mr Hoeing to confer with the admissions officials of institutions on the whole subject of admission policies, to secure firsthand information on present admission practices so that they may know to what extent the institutions have taken action to give full compliance with the law. The Regents have reason to believe that the higher institutions in many cases of their own volition have modified their admission forms.

The Regents also adopted new rules regarding the form of certificates of religious or denominational institutions that under the new law may claim exemption from certain provisions.

Another rule adopted requires the institutions to preserve all admission data for three years.

The procedure prescribed in the new Regents rules requires that a petition filed with the State Education Department by or on behalf of a person alleging discrimination shall be in writing and verified and shall include a clear and concise statement of the facts, a transcript of the applicant's academic record and other pertinent information such as test scores, academic honors, extracurricular activities and references. If test scores in a scholastic aptitude test are not available, the Education Department may require the petitioner to take such a test.

The rules regarding certificates of religious and denominational institutions specify the data to be included, such as the name of the religious or denominational organization by which an institution is operated, controlled or supervised. A statement as to whether the institution admits nonmembers of the particular denomination is also required.

The Regents are moving promptly in enforcing the provisions of the Education Practices Act. The antidiscriminatory features of the new law became effective September 15, 1948. Since August Mr Hoeing has been developing procedures for administering the law.

Regents Grant Charters

The Board of Regents at its October 15th meeting granted two absolute charters and four provisional charters to educational institutions.

An absolute charter was granted the Law Center Foundation of New York City, an educational corporation formed to provide facilities for the School of Law and other units of New York University. The foundation is authorized to acquire and maintain libraries on law and related subjects; to aid legal education and research; to aid by way of education the cause of international law and international cooperation; to grant scholarships and fellowships in the legal profession or in public service; to conduct institutes, conferences and symposiums on matters relating to law and government.

A provisional charter, to run for five years, was granted to All Children's Nursery School, New York City. This nonprofit, cooperative school will receive children without regard to race, creed or color.

The Regents also granted a provisional charter, to run for five years, to All-Languages, Inc., New York City, a school to teach languages and stenography in connection with the languages.

The Guidance Teachers Association of the City of New York, Inc. was chartered provisionally as a professional association to foster and improve the teaching of educational and vocational guidance and the professional, civic and economic interests of teachers engaged in that field of education.

A provisional charter, to run for five years, was granted to The Catholic Elementary Schools for Boys, Inc. Located in New York City, this school will be a private kindergarten and elementary school.

Authorization was given the Drake Business School of New York City to change its name to Drake Schools, and the institution was authorized to operate a secondary school, business schools and vocational industrial schools. The institution was granted an absolute charter.

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Appointments

The Regents at their meeting on October 15th reappointed Dr Arthur C. Parker of Rochester as a member of the State Museum Council for a term of five years, beginning October 1, 1948. Doctor Parker, formerly State Archeologist, is director of the Rochester Municipal Museum.

Carlyle C. Ring, superintendent of schools of Jamestown, was appointed to the committee assisting the Department in making a study of counseling and guidance programs in the State of New York. He fills a vacancy caused by the resignation of J. Harry Adams of Schenectady.

Seton Academy of Yonkers was authorized to change its name to Elizabeth Seton School.

Rush-Henrietta Central School at Rush was admitted to The University of the State of New York. Dropped from the University were Apalachin Union School at Apalachin, Henrietta High School at Henrietta and Rush High School at Rush. Heffley and Browne Secretarial School, Brooklyn; Merchants and Bankers Business School, and Therese Aub Secretarial School, Inc., New York, were reregistered.

Regents Attend Ceremonies

Designated as official representatives, several members of the Board of Regents attended inaugural ceremonies at colleges and universities during October.

Chancellor William J. Wallin represented the Board of Regents and The University of the State of New York at the inauguration of General Dwight D. Eisenhower as president of Columbia University on October 12th. Associate Commissioner Algo D. Henderson represented the State Education Department at the ceremony. Several members of the Board of Regents attended the inauguration.

Vice Chancellor John P. Myers represented the Board of Regents at the inauguration of Jess H. Davis as president of Clarkson College of Technology on October 8th. Dr Carroll V. Newsom, Assistant Commissioner for Higher Education, represented the State Education Department at the occasion.

The inaugural address was delivered by President Henry H. Heald of Illinois Institute of Technology. A symposium on higher education held in the afternoon of inaugural day included President Heald, President Charles W. Cole of Amherst College and Principal F. Cyril James of McGill University.

Regent Susan Brandeis represented the State Board of Regents and The University of the State of New York at the inauguration of President Abram Leon Sachar at Brandeis University on October 7th.

The new university is named for Regent Brandeis' father, Louis D. Brandeis, late Justice of the Supreme Court of the United States.

Located at Waltham, Mass., on the site of the former Middlesex College, Brandeis University opened as a liberal arts institution with a long-range plan for inclusion of graduate and professional divisions. The curriculum plan for undergraduate instruction eliminates departments and divisions. Instead there are four schools: the School of General Studies, which offers introductory and survey courses in all fields; and a School of Social Studies, a School of Humanities and a School of Science. After the freshman year the student will concentrate in one of the three upper schools. It is hoped later to add a School of Fine Arts and Music for undergraduate work.

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President Inaugurated

Dr Alan W. Brown was installed October 23d as seventeenth president of Hobart College and sixth president of William Smith College. An honorary doctor of laws degree was conferred on Lieutenant Governor Joe R. Hanley at the induction ceremony.

New President

The Reverend Robert Ward McEwan will become president of Hamilton College on February 1, 1949. Thomas Brown Rudd, who has served as acting president and president of Hamilton since the death of President David Worcester in June 1947, will then become controller.

Schools Use New History Syllabus

As an outgrowth of the unusually successful experience of New York State high schools in teaching American history, as demonstrated in surveys and in national contests conducted over a period of many years, a revised syllabus, American History and World Backgrounds, was completed and distributed to schools this fall.

This is the latest of a series of bulletins relating to the secondary school program in social studies. Taken together, these bulletins provide a teaching organization of content which includes the world backgrounds of American history, the study of the development of American institutions against this background, the American heritage, its tradition and practices, and the place the United States occupies as an outstanding democracy in the twentieth century.

The advanced study of American history, as outlined in the new syllabus covering a two-year course, is based on a more dramatic and story treatment of American history in the first six years of the elementary school where historic events and the achievements of our American pioneers and heroes are given major emphasis, and also on the more elementary chronological treatment of American history taught to all pupils at the eighth year level. The advanced senior high school course in American history is designed to furnish background and understanding of the civic, economic, social and international problems that confront the citizen of today. Some of the major topics included for study deal with the development of government and constitutional democracy in the United States, nationalism and internationalism, industrial revolution and economic relationships, the conservation of natural resources, labor and industry, our foreign relations, social institutions, and the crisis and issues of the atomic age.

In addition to carrying on the minimum program in social studies as outlined above, the majority of the high schools of the State are requiring an additional year of American history in the senior high school grades, in conformity with the recommendations of the State Education Department outlining one year of instruction in world history backgrounds and two years of instruction in American history for grades 10, 11 and 12.

Along with the requirement in the social studies field of world geography, world history backgrounds and not less than a full year of American history and government, all high school pupils are required to study English for four years, to complete a year of work in the field of science and a course of instruction in health. For economical and effective use of the pupils' time and in the interest of the best organizational practices, close cooperation among teachers in these subject areas is recommended.

The new history syllabus was made under the direction of Dr Warren W. Knox, Director of the Division of Secondary Education, in consultation with a committee of teachers of the State. It has been in preparation since 1938 but until now events of the past dramatic ten years literally kept ahead of the work.

Bulletin Promotes Work Experience

Education through Work Experience, distributed to the schools of the State by the State Education Department, is a handbook of suggestions, proposals and references prepared for the use of school officials, teachers and employers in developing work experience opportunities for school youth.

Commenting on the bulletin, Associate Commissioner Harry V. Gilson points out that while our forefathers placed great emphasis on work activities for youth as a definite part of their preparation for life, the provision of work experience for young people today has become increasingly difficult, because of the concentration of population and the fact that so many parents have their daily occupation away from home.

"Leaders in education are beginning to realize the paramount importance of each adolescent youth having opportunities for work, if he is to bridge the gap into adult life effectively and in line with his needs for money income," said Doctor Gilson. "Usually if work experience is not provided, young people find other ways for giving expression to their physical energy." Continuing, he said:

It is hoped that in many communities a substantial beginning may be made during the current year in establishing work opportunities for our young people. It is important, however, that this work experience be kept under the supervision of a representative of the school who can give the needed related instruction. While work experiences have the primary function of introducing young people to the realities of earning a living, it would be unfortunate if the schools overlooked the contribution that they can make toward achieving worth-while teaching objectives. Work experience can provide many opportunities for pupils to develop abilities and characteristics which are often neglected in other phases of the school program. Through supervised work activities, pupils may develop right habits of punctuality, neatness, dependability, tact and poise.

The handbook was prepared by Dr Ernest A. Frier and Harry B. Spencer, supervisors in the field of secondary education. During the year Department supervisors will follow up the recommendations of the handbook in the hope of assisting local officials and teachers in developing this important phase of our educational service.

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Scholarship Contest Canceled

The Pepsi-Cola Scholarship Board announces with regret that its scholarship selection program announced for 1948–49 is being canceled because the directors of Pepsi-Cola Company have decided to discontinue providing additional scholarships at this time.

The director of the scholarship board expresses gratification at the cooperation of school and college administrators and their confidence in the program. The scholarship board and Pepsi-Cola Company will appreciate receiving comments on the program and recommendations concerning its resumption at some later date. Letters may be sent to Professor John M. Stalnaker, Leland Stanford University, Palo Alto, Calif.

New Principals Meet the Department

Forty-seven administrators representing schools from all areas of the State attended the fourth annual Beginning Principals' Conference at the Education Department October 20th and 21st.

Organized by the Division of Secondary Education, the program was arranged to acquaint high school principals starting their first or second year as administrators of secondary schools with State Department personnel and services.

During the two-day conference Department officials discussed the selection of teachers, the application of the 1947 teacher salary schedule and state aid as well as the Department's program of vocational, physical, business and work experience education.

At a luncheon meeting Dr Carl E. Guthe, Director of the New York State Museum, spoke of the contribution of museums to the instructional program. He discussed the value of the local museum as a supplementary teaching aid and defined the service to the schools available from the Department Museum, emphasizing bulletins and traveling exhibits. Doctor Guthe invited pupil visitors to the Museum with the suggestion that visits be planned around a specific interest rather than as a general tour.

Dr Harrison H. VanCott, Chief of the Bureau of Instructional Supervision in the Division of Secondary Education, arranged the program and acted as chairman of the conference.

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Human Relations Workshop

A better understanding of human problems, human differences and human behavior is the goal of a ten-session Human Relations Workshop sponsored by the Woman's Forum of Nassau County in cooperation with the State Bureau of Adult Education, Adelphi and Hofstra colleges and the State Commission against Discrimination.

The first session was held October 11th in the Stratford Avenue School, Garden City. Ethel J. Alpenfels of New York University led a discussion on "Roots of Racial and Cultural Misunderstanding." Other meetings will follow each month, led by outstanding professional people from the metropolitan area.

Beauty Culture Course

A new course in beauty culture has been started at Binghamton High School. It will be a three-year course for selected girls entering the tenth grade. The girls must show ability to complete a four-year high school program for a state industrial high school diploma, as well as to pass the examinations of the State Board for Beauty Culture. Three hours each day will be devoted to shop skills and the necessary related instruction; the other half-day will be given to regular high school academic subjects. The course is under the general supervision of Carlton Dwight, principal, Vocational School, with Edward T. Springmann, principal, Binghamton High School, cooperating.

Vocational Schoolmen Chart Progress

"We have ample reason to be proud and gratified for the progress we have made in vocational education here in New York State. It has been accomplished by wise and far-reaching effort and the active cooperation of government, industry and labor."

The statement is from an address by Thomas A. Murray, president of the New York State Federation of Labor, speaking on "Occupational Competence in the Modern World" at the 33d annual Conference on Vocational and Practical Arts Education at the Lake Placid Club, October 10th–14th.

About 300 educators in the vocational field, including directors, supervisors, principals and heads of departments from all over the State attended the conference. Industrialists and labor leaders as well as educators addressed the gathering.

"Effective vocational education can be had only when communities and schools find it possible to utilize all available local resources of industry, farm, home and business in support of such a program," said Assistant United States Commissioner of Education R. W. Gregory, at the opening session.

Speaking at the same session was Franklin J. Keller, principal of Metropolitan Vocational High School, New York City. Doctor Keller said:

Vocational education is not job training. It is not perfection of skills. It is not tricks of the trade . . . It is creative spirit in the mechanic, service rendered by the merchant, justice won by the prosecutor, food raised by the farmer, and life saved by the doctor. It is attitudes, emotions, ethics, conduct, language and beauty — those attributes that transform jobs into vocations and men and women into their neighbors' keepers and into citizens of the world. It is to "walk worthy of the vocation wherewith ye are called."

Other speakers included Howard E. Babcock, farm organization leader and trustee of Cornell University; Lothair Teetor, chairman of the board, National Association of Manufacturers; Lemuel R. Boulware, vice president, General Electric Company in charge of employe relations; and L. F. Livingston, Public Relations Division, E. I. DuPont Company.

Benjamin C. Willis, superintendent of schools at Yonkers and chairman of the Life Adjustment Education Committee, United States Office of Education, spoke on "The Life Adjustment Education Program for Every Youth."

Speakers representing the State Education Department were Associate Commissioner Harry V. Gilson and Associate Commissioner Lawrence L. Jarvie, together with Eugene D. Fink, Acting Chief, Bureau of Vocational Curriculum Development and Industrial Teacher Training; Frank P. Johnston, Chief, Bureau of Industrial and Technical Education; and Edwin G. Simmons, associate education supervisor (private trade schools).

Assistant Commissioner Arthur K. Getman, who arranged the conference, presided at the opening session and closed the conference with a discussion of relationships between the State Education Department and private trade schools.

Business Education Clinics Scheduled

The Bureau of Business Education is planning to conduct a series of 24 clinics or supervised group visiting days for teachers of business subjects during this school year.

The morning session will be devoted to visiting classes. In the afternoon there will be a small conference or round-table discussion, led by a state supervisor. Experience with similar clinics indicates that a round-table conference based on classroom observation is a practical plan from which the visiting teachers derive considerable assistance.

The schedule of clinics or supervised conferences was carefully developed so that teachers in all parts of the State may have an opportunity to observe excellent instruction, modern classroom methods and the use of up-to-date equipment.

In order that the number of visiting teachers at any one school may not be too large, principals are requested to advise the Bureau of Business Education, State Education Department, Albany, the names of their visiting teachers and the high schools they wish to visit. The series started with conferences on November 18th at Watertown and Middletown. The rest of the schedule follows:

December 9th
- Floral Park, Sewanhaka High School
- Hornell High School

December 16th
- Utica Free Academy
- Malone, Franklin Academy

January 13th
- Olean High School
- Farmingdale High School

February 3d
- Schenectady, Mont Pleasant High School
- Poughkeepsie High School

February 17th
- Cortland High School
- Yonkers High School of Commerce

March 3d
- Glens Falls High School
- Kenmore High School

March 17th
- Binghamton High School
- Riverhead High School

March 24th
- Kingston High School
- Syracuse, Blodgett Vocational High School

April 7th
- Jamestown High School
- New Rochelle, Albert Leonard High School

April 28th
- Newburgh Free Academy
- Elmira, Southside High School

May 5th
- Rochester, Benjamin Franklin High School
- Amsterdam, Wilbur H. Lynch High School

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Home Economics

Bernice Mallory, special agent for Home Economics Service, Office of Education at Washington, spent the week of November 8th in New York State. With Dorothy S. Lawson, Chief of the Bureau of Home Economics Education in the Department, she visited State Teachers College at Plattsburg to work with the home economics staff on a plan for evaluation of their program and State Teachers College at Oneonta to consult on a new teacher education program in home economics.

Gosnell Explains Regional Library

The story of New York State's new Regional Library Service Center was told to librarians of several southern states in Louisville, Ky., October 20th, by Dr Charles F. Gosnell, State Librarian, at the annual meeting of the Southeastern Library Association.

New York State is the first state to develop a regional library service center that is a wholesale distribution agency for books and service to local public and school libraries. The State's first center was established last May by the Board of Regents to serve Lewis, Jefferson and St Lawrence counties.

Distribution of books from the center began in October and includes reference works, biography and children's reading. A central listing of all books in the three-county area is being made to enable libraries to borrow from each other and to avoid unnecessary duplication of rare and expensive volumes.

The center has already attracted wide attention from librarians in other states. A number of delegations are planning to visit it next spring, and it is expected to become the object of intensive study and research in new library development. Headquarters are located at Watertown.

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Nassau "Odds and Book Ends"

The Nassau County Library Association has issued a new bulletin, Odds and Book Ends, which will appear quarterly. It is edited by Helen M. MacDonough, librarian, Baldwin Public Library. Her associates are Luis E. Bejarano, librarian, United States Merchant Marine Academy, and Mary S. Granger, librarian, Community Center Library of Westbury. Mrs Marion Sager, librarian, Oceanside Free Library, and Mrs Laura Christopher, librarian, Malverne Public Library, are circulation and business managers of the Bulletin. Vee Guthrie of Baldwin Public Library is staff artist.

Odds and Book Ends has among its feature articles a history of the Nassau County Library Association by Elizabeth F. Kelly, librarian, Freeport Memorial Library, and an account of the Baldwin Public Library by Miss MacDonough.

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Levi S. Pond Dies

Levi S. Pond, one of the original members of the Elizabethtown Library Association when it was formed in 1883 and a member of the library board continuously since that time, died late in August. He had been acting as treasurer for several years.

Films for Use of Music Classes

After careful consideration by the specialists in this Department and by the personnel of the Bureau of Radio and Visual Aids, the following 16-millimeter sound films are brought to the attention of teachers of music. In compiling this list, attention has been given to both the "technic" and the "appreciation" types of films.

Write distributors for sale price or rental rate, except in instances where films are marked "loan basis."

1 Telephone Hour (23 min.)

The Bell Telephone Hour broadcast with Josef Hofmann as guest pianist. Shows work of the conductor, the orchestra, the soloist and the announcers. Also includes behind-the-scenes work of the Bell System technicians.

Distributor:

Apply nearest Telephone office (loan basis)

2 Music in the Sky (28 min.)

Film presentation of the Sunday Westinghouse radio program. Stars John Charles Thomas, John Nesbit, Ken Darby and the chorus, and Victor Young's 60-piece orchestra.

Distributor:

Westinghouse Electric Co. (loan basis)
306 South avenue
Post Office Box 1017
Pittsburgh 30, Pa.

3 Music in America (17 min.)

March of Time (Forum Edition Series) production emphasizing growth of jazz music. Features singer Marian Anderson, composer George Gershwin, bandsman Benny Goodman, violinist Mischa Elman, conductor Serge Koussevitsky and others.

Distributor:

Educational Film Library (rent)
Syracuse University
123 College place
Syracuse 10, N. Y.

Association Films (rent)
347 Madison avenue
New York 17, N. Y.

Bertram Willoughby Pictures, Inc. (rent)
Suite 600, 1600 Broadway
New York 19, N. Y.

4 Toronto Symphony (2 reels — 10 min. each)

Sir Ernest MacMillan conducts the Toronto Symphony Orchestra in three modern compositions and the third movement of Tschaikowsky's Sixth Symphony (Pathétique)

Distributor:

Brandon Films, Inc. (rent)
1600 Broadway
New York 19, N. Y.

Library Films, Inc. (rent)
25 West 45th street
New York 19, N. Y.

5 Mildred Dilling, Harpist (10 min.)

The excellent artistry of Miss Dilling, one of the world's best harpists, is vividly shown in the playing of "The Fountain" by Zabel, "Fireflies" by A. Hasselmans and "Forest Pool" by Tournier.

Distributor:

Association Films (rent)
347 Madison avenue
New York 17, N. Y.

United World Films, Inc. (rent)
445 Park avenue
New York 22, N. Y.

Bertram Willoughby Pictures, Inc. (rent)
Suite 600, 1600 Broadway
New York 19, N. Y.

6 Jose Iturbi, Pianist (10 min.)

Close-up views present the skill and artistry of this eminently known pianist, who plays "Sevilla" by Albeniz; "Fantasie Impromptu" by Chopin.

Distributor:

See 5 above

7 Emanuel Feuermann, Cellist (10 min.)

Technics of this renowned artist playing "Rondo, Opus 94" by Anton Dvorak and "Spinning Song" by David Popper.

Distributor:

See 5 above

8 Myra Hess (10 min.)

England's eminent pianist plays Beethoven's "Appassionata Sonata" in a style truly in keeping with her superb artistry. This film would be best suited to those pupils who are musically mature.

Distributor:

British Information Services (rent)
Film Division
30 Rockefeller Plaza
New York 20, N. Y.

9 Instruments of the Orchestra (30 min.)

Doctor Malcolm conducts the London Symphony Orchestra in a demonstration of how music is produced by each of the 26 instruments of the orchestra.

Distributor:

Bertram Willoughby (rent)
Suite 600, 1600 Broadway
New York 19, N. Y.

10 The Brass Choir (11 min.)

"Representative compositions featuring the choir are played by a full symphony orchestra. The film opens with a portion of Beethoven's 'Fifth Symphony' and closes with the finale from Wagner's 'Tannhauser' Overture.

"The timbres of various brass instruments are demonstrated — the brilliance of the trumpets, the mellow romantic quality of the horns, the rich power of the trombones and the massive depth of the tuba.

"Unique camera angles show intimate details of playing technics. A feature of the film is the 'Nocturne' from Mendelssohn's 'Midsummer Night's Dream' music and a demonstration of the use of horns with woodwinds in another excerpt from the same composition." — Wilson

Distributor:

Encyclopaedia Britannica Films, Inc. (rent)
450 West 56th street
New York 19, N. Y.

United World Films, Inc. (rent)
445 Park avenue
New York 22, N. Y.

Bertram Willoughby Pictures, Inc. (rent)
Suite 600, 1600 Broadway
New York 19, N. Y.

11 The Percussion Group (11 min.)

"More than a dozen of the more commonly used percussion instruments are demonstrated. Chief attention naturally is given to the structure, manner of tuning and playing of the tympani. Other percussion instruments represented are the tom-tom, snare drum, bass drum, tamborine, gong, cymbals, castanets, triangle, bells, celesta, chimes, and even the xylophone.

"Included in the compositions used are portions of Schubert's 'March Militaire' and of Tschaikowsky's 'Fourth Symphony.' Demonstrations throughout are given in full orchestral setting." — Wilson

Distributor:

See 10 above

12 The String Choir (11 min.)

"Portrays the wide variety of musical moods and effects conveyed by stringed instruments from the most advantageous position possible.

"A full orchestra of leading symphony players is used in these demonstrations. Selections include compositions by Mendelssohn, Schubert, Rossini and Beethoven. The concluding number is a portion of Schubert's 'B Minor (Unfinished) Symphony'." — Wilson

Distributor:

See 10 above

13 The Symphony Orchestra (11 min.)

"Two Wagnerian compositions are featured in this film in the 'Ride of the Valkyries' and the Prelude to Act 3 of 'Lohengrin.'

"The work of the conductor, Howard Barlow, is caught by unique camera angles

as he interprets these brilliant scores and through his orchestra of Philharmonic players brings this interpretation into sound." — Wilson

Distributor:

See 10 above

14 The Woodwind Choir (11 min.)

"Throughout this film various woodwind instruments, supported by full orchestra, are shown and heard in typical passages from standard orchestral compositions. Ample opportunity is given to hear and judge tone quality and to observe playing technics.

"The performers are professional symphonic players of the highest rank. Various details of instrument construction are explained. The use of the French horn with the woodwind group is shown in a portion of Brahms' 'Fourth Symphony.'

"The film opens with an excerpt from Brahms' 'First Symphony.' Other selections range from the works of this composer on through Beethoven, Mendelssohn, Von Weber to the colorful and familiar 'William Tell' Music of Rossini." — Wilson

Distributor:

See 10 above

New Council

The New York State Audio-Visual Council will meet in Syracuse, December 3d and 4th. This new organization invites superintendents of schools to send representatives to this meeting, which has been timed to coincide with the meetings of the State Associations of Elementary and of Secondary School Principals.

The purpose of the council is to advance education in the State by furthering the effective selection, distribution, evaluation, administration and finance and utilization of audio-visual instructional materials and equipment.

Administrators and teachers engaged in audio-visual instruction in schools and colleges may communicate with E. Carleton Moore, director, Nassau Instructional Film Center, Hempstead High School, regarding membership in the council. Mr Moore is vice president of the organization. Floyd E. Henrickson of the New York State College for Teachers at Albany is president.

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Radio Electronics Award

Scholastic Industrial Arts Awards starts its third year with radio-electronics added as a new division in which work may be entered. In addition, classifications for entries now include: wood, metal, drawing, plastics, machine shop. Prizes are offered for winners and scholastic certificates of merit are presented to winners and to pupils whose entries receive honorable mention. This year, for the first time, instructors whose pupils win honors will be presented with certificates of achievement.

At the second annual national Industrial Arts Awards Fair, held at the Chicago Museum of Science and Industry, August 22d–October 15th, about 2500 pieces of the best work of pupils in industrial arts and trade and industrial courses from coast to coast were displayed and attracted marked interest.

Free rules booklets with sample entry blanks may be obtained from George H. Fern, director, Scholastic Industrial Arts Awards, 2 East 12th street, New York 3, N. Y.

Experts Discuss Blackfly Problem

Several of the most distinguished medical entomologists in the country participated in a symposium on blackflies, held in Old Forge and at the Higby Club, Big Moose, September 29th and 30th. The symposium, sponsored by the Town of Webb, was arranged by Dr R. D. Glasgow, State Entomologist of the New York State Museum, to bring together some of the leading authorities in the field for a comprehensive discussion of the blackfly problem, one of the most serious insect problems of the Adirondack region.

The occasion for the symposium was the completion on July 1st of a month-long blackfly suppression program by the Town of Webb, directed by Allen Wilcox, chairman of the local Blackfly Control Committee of the town board of health. The operations were supervised by the State Science Service, through its entomologists, Dr R. D. Glasgow and Dr D. L. Collins. A unique feature of these control operations was the use of a helicopter to generate and dispense a fog of DDT in oil solution — the first time anywhere that such a device was used in this way.

About 4000 acres in Old Forge, along the north shore of the Fulton chain of lakes, and around Big Moose lake, were included in the control program. In the most regularly fogged areas, especially in the villages of Thendara and Old Forge, an almost complete absence of blackflies occurred during and after the operation. Consequently, the Town of Webb became interested in the possibility of establishing blackfly control on a permanent basis, just as snow removal and fire fighting are accepted town responsibilities. The information presented at the symposium furnished a basis for planning such a program.

A demonstration of the helicopter with the fog-generating mechanism was given at the Thendara golf course after the first meeting.

Blackflies constitute a serious problem somewhere in nearly every country in the world. In New York State they have caused the greatest direct economic losses in the Adirondack region, but they occur also in most other sections of the State as well. Besides being a scourge of fishermen, they are a principal reason why travelers, campers and vacationists avoid those areas in June. They often prevent or seriously interfere with out-of-door activities of all kinds.

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Visit the Museum

Teachers planning to bring their classes to the New York State Museum will find useful a recently published folder describing the activities of the Museum and the State Science Service. It may be obtained free of charge by writing directly to the Museum Education Supervisor, New York State Museum, Albany 1, N. Y.

This folder lists in outline form the main exhibits to be seen and includes a floor plan locating the various Museum halls. A large picture of one of the six noted life-size Iroquois Indian Groups is reproduced on the cover.

Museum Gift

The New York State Museum was presented with a bronze bust of Dr James A. Lintner, State Entomologist in the New York State Museum from 1881 to 1898. The memorial bust, a gift from Arthur Maquarie of Surrey, England, was done by Mrs Maquarie, a daughter of Doctor Lintner.

Doctor Lintner joined the staff as zoological assistant in 1868 when the State Museum was known as the State Cabinet of Natural History. He was appointed State Entomologist in 1880. In 1884 Doctor Lintner received the honorary degree of doctor of philosophy from the Regents of The University of the State of New York in recognition of his services to the State and to science. He died in Rome, Italy, in 1898.

New Teaching Aid

A series of notebooks containing reference materials for consultation by teachers and other leaders has recently been prepared and may be consulted at the reading table in the general public office of the New York State Museum (Room 438). Divided into the following sections — Publication Lists, General, Biology, Geology, History and Indians — Museum materials and other pertinent outside reference sources in the form of leaflets, maps, Museum games, guides to collections and particular exhibits, and special reprints are thus made quickly available to visiting teachers. Much of this material is in mimeographed form and hence does not appear on regular publication listings. Most of it is free or available at low cost.

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To Antiquarians:

Samples of authentic fabrics used in the capital district in the 1760's are needed for use in redecorating Schuyler Mansion, Albany. Fabrics will be reproduced, from the samples, by Franco Scalamandre, weaver, of New York, who reproduced fabrics used in the restoration of Williamsburg and several historic houses in Virginia and Maryland. Mr Scalamandre will present the fabrics to Schuyler Mansion.

Three additional samples of original fabrics are needed to complete the scheme of decoration at Schuyler Mansion. The restoration of the interior, carried on during the summer, is otherwise complete. It is hoped that these may be supplied by heirloom-owners in the Hudson-Mohawk area. Samples lent to the State Education Department will be returned to their owners. Correspondence may be addressed to John J. Vrooman, supervisor of historic sites, Office of the State Historian, State Education Department, Albany.

Schuyler Mansion, as a state historic site, is in custody of the State Education Department. Elizabeth Holahan of Rochester is in charge of the restoration of the mansion to the style of the 1760's when the house was built. Miss Holahan, experienced in historic restorations, has located several samples of textiles — cottons and linens, damasks, moreens and camlets — which hung in homes of the Hudson and Mohawk valleys during the years when General Schuyler occupied the house in Albany.

Department Staff

James A. Harris Retires

James A. Harris, associate education supervisor in the Bureau of Rural Education, retired in October.

James A. Harris

Mr Harris worked on the rural education program of the State during the 24 years he was with the Department and is known throughout the rural areas of the State for his sincere loyalty to the welfare of rural boys and girls.

Commissioner Francis T. Spaulding, commenting on Mr Harris' separation from the Department, said:

He has been an active pioneer in the most notable advance in rural education made by any state of this Nation, in his work as school commissioner, by his work in the State Legislature especially as chairman of the Assembly Committee on Education, and in his work in promoting school centralization. The State Education Department and the entire State owe Mr Harris a debt for his long years of splendid public service.

Mr Harris brought to his work on rural education the fruits of direct experience. Born on a farm at Penfield, near Rochester, he attended school at Webster and later at Ithaca; he taught in a rural school for eight years; he was school commissioner in Monroe county from 1903 to 1912. Soon after his election to the State Assembly in 1914, he was appointed chairman of that body's Committee on Education and in that capacity worked closely with the Education Department on the organization of its program for centralization.

After working with Mr Harris for many years, Dr Edwin R. Van Kleeck, Assistant Commissioner for Instructional Supervision, said:

The influence of Jim Harris' life and work will last down through future generations. His monument is to be found in the 5400 school districts united into 358 central school districts, and in the lives of the thousands of men and women who as children benefited from those central schools as well as of the thousands of others attending now and in the future. He has won the admiration, the gratitude and the affection of us all.

Evidence of Mr Harris' popularity with schoolmen in the State was given in a resolution passed by the New York State Association of District Superintendents of Schools at its annual meeting in Syracuse early in November:

Resolved, That the New York State Association of District Superintendents hereby expresses its keen sense of loss in the retirement of our tried and true friend, James A. Harris, who for many years has helped immeasurably in bringing the advantages of centralization to thousands of rural boys and girls. His keen understanding of rural people, his masterful diplomacy, his ability to analyze complex problems have been an inspiration to all district superintendents in New York State.

Mr Harris was honor guest at the banquet held during the association's meeting. At that time the district superintendents of each judicial district, through their representatives making the presentation, gave Mr and Mrs Harris gifts typical of the products of each area.

At the recent meeting of the State School Boards Association, members of the boards of the central schools of the State presented Mr Harris with a gift, as did his associates in the Department at the time of his retirement.

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Miss Swanson Retires

Marie E. Swanson, associate education supervisor (school nursing) retired on October 2d, after more than 20 years' service with the State Education Department. A native of Galesburg, Ill., and a graduate of Knox College in that city, Miss Swanson completed her nurse training at Bellevue Hospital Training School in 1921.

Miss Swanson served as health director at Oneonta State Normal School and as assistant director of health education at Tulsa, Okla., before joining the health service staff of the Department in 1927.

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Franklin Appointed

G. Challiss Franklin, formerly principal at Oxford Academy and Central School, was appointed October 1st as associate education supervisor (rural education) in the Bureau of Rural Administrative Service. Mr Franklin was also principal at Margaretville Central School and at Otego High School.

Investigator Dies

Leo M. Mayer, who retired in February 1944 as optometric investigator with the Department, died September 12th. He was with the Department as investigator for 23 years.

Mr Mayer had been president of the New York City, New York State and National Optometrical Societies.

He lived and practised in Mount Vernon for many years.

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Veterans' School

The Veterans Vocational School in Troy, formerly under the supervision of the Department's Bureau of Industrial and Technical Education, has been assigned for general supervision to Dr Lawrence L. Jarvie, Associate Commissioner of Education, who has charge of the technical institutes and adult education. The school now has an enrolment of about 550 veterans in 14 trades. There are more than 50 persons on the staff.

Educational Notes

City School Organization Studied

A fact-finding study of city school district organization in New York State is under way, by direction of Commissioner Francis T. Spaulding. The study is being made in the interest of better organization of city school systems to conform with present-day social, economic and governmental trends, and to coordinate with the work of the committee of citizens appointed by State Comptroller Frank C. Moore in November 1947 to study constitutional tax and debt limits and city school fiscal relations.

Preliminary work on the study began in July following a conference between Comptroller Moore and Commissioner Spaulding. Field work began this fall. The first group of cities to be visited are: Albany, Corning, Hornell, Ithaca, Jamestown, Rome, Saratoga and Schenectady. Later other cities will be visited until all the different types of city school districts have been included.

The study will attempt to find for each urban area studied: (1) the social, economic and geographical factors that would constitute an effective school district organization, (2) the ability of the existing school district organization to provide an adequate educational program for the youth of the area, and (3) the changes needed in the existing organization to effect a better organization.

Comptroller Moore's committee was appointed in response to increasing complaints from municipal and school officials on the anomalous conditions of financing which exist throughout the State. City school districts were placed under the jurisdiction of the local community by the Legislature in 1917. City charters vary greatly under local laws, some of which date back to 1884. City school districts are also subject to the state constitutional limit on debt and on the levies they may impose on realty. The variation in the financial resources as from one city to another has an effect on the uniformity of the education program and on school facilities throughout the urban areas of the State.

Findings of the study will be made available to the Comptroller's committee and to school officials in the areas studied.

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Experiment Continued

The Board of Higher Education of New York City has authorized a three-year extension of the experimental program for the education of intellectually gifted children (ages 3–11) at Hunter College Elementary School.

Teacher Honored

Mrs Katherine Earley was recently honored at Indian Lake upon the completion of 35 years of teaching, 33 of which have been served in the Indian Lake Central School. Mrs Earley will continue teaching at Indian Lake School.

Linton Heads Superintendents

Harry J. Linton of Schenectady was elected president of the State Council of School Superintendents at the meeting of that association held at Saranac Inn, October 4th to 6th. Other officers elected include John W. Dodd of Freeport, vice president, and Erle L. Ackley of Johnstown, secretary-treasurer.

The council adopted a resolution favoring cooperation with other educational agencies in a united effort "to secure in 1949 appropriate legislation to provide an adequate solution of the financial problem involved in providing additional school facilities," in view of the urgent need for new school buildings throughout the State and the inadequate financial resources of the local district.

Another resolution adopted requests the cooperation of the State Education Department in planning and directing a community study of buildings for today's schools, in view of the need for public understanding and support of the large capital expenditures for new school buildings in the immediate future.

Other resolutions approved by the council at the 1948 meeting include:

Reaffirming confidence in joint support for a foundation educational program in accordance with the provisions of the Young-Milmoe State Aid Bill of 1948, with adjustments made advisable through further study

Favoring fiscal independence of school boards to give them fiscal responsibility commensurate with the educational responsibility placed upon them by state law, and the exemption of all school districts from the 2 per cent tax limitations

Recommending federal aid for education, with continued local control of schools

Enactment of the provisions in the 1948 Assembly bill amending the Teacher Retirement Law concerning uncredited prior service of presently employed teachers

Favoring amendment to the federal income tax law to exempt the retirement allowance of all persons who are or may be retired under local and state retirement systems

Sponsoring legislation to permit boards of education to contract directly with the Youth Commission on financial support for education projects

Favoring elimination of the tax on school amusement programs

Seeking amendment to section 902, Education Law, to delete the requirement that a school physician shall be a resident of the city in which he serves

Proposing legislation empowering boards of education in districts offering a kindergarten program to limit admission of pupils to school to those who will reach their fifth birthday on or before the 31st day of December of that year

Urging removal of the United States Office of Education from the Federal Security Agency and recommending that that office be established as an independent agency, administered by a National Board of Education composed of representative lay citizens appointed by the President to long overlapping terms; that this Board be empowered to appoint a competent professional educator as United States Commissioner.

Recommending that control of school health services by boards of education be continued, and not absorbed into generalized county public health programs

Favoring legislation making it possible for city school districts to participate in the benefits of the intermediate school district law

Favoring study of the need for legislation to provide opportunity for contract districts to receive increased state aid

Reaffirming indorsement of UNESCO as an agency of the United Nations for the development of better world understanding

Commending the State Freedom Train and calling upon teachers and all educators to use the opportunity to supplement instruction in the American way of life

What Makes a Newspaper?

Knickerbocker News Photograph

The introduction to business class of Van Rensselaer High School, Rensselaer, with the teacher, Mary E. McNally, visited the Knickerbocker News plant at Albany in connection with study of the types of communication facilities.

Field trips such as this are valuable activities and particularly appropriate in conjunction with the class work of most of the business subjects.

Comparable activities which can supplement and make the work of the business classes more realistic and concrete are visual aids and guest speakers from business and industry. Each of these supplementary activities is preceded by preparation on the part of both teacher and pupils, and succeeded by some type of follow-up activity.

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Wildlife Group Sponsors Contest

A Conservation Poster Contest, announced by the National Wildlife Federation, is open to pupils from the seventh grade through the last year in high school. The purpose of the contest is to develop a nation-wide interest, particularly among young people, in the need for the restoration and conservation of organic natural resources. Cash prizes for the winners will be made in connection with National Wildlife Restoration Week next spring. All entries must be received not later than January 15, 1949.

A copy of the rules and other pertinent information may be secured by writing to the Servicing Division, National Wildlife Federation, 20 Spruce street, Boston, Mass.

"This Is New York State"

This Is New York State, a pamphlet recently issued by the New York State Department of Commerce, has been designed to give students and others a quick overview of the environmental region which makes up New York State, a succinct review of the people and their heritage, and the story of the State's economic development.

Well-illustrated, with an inviting front cover and a beautiful reproduction of the state flag on the back, this colorful publication will be useful to seventh grade pupils in studying New York State as a political unit, and to elementary school teachers who are seeking to enliven their social studies teaching with the use of local materials. The booklet will be an addition to the school library.

Copies to supply classes may be obtained free by addressing Herbert C. Campbell, Director of the Division of State Publicity, Department of Commerce, 112 State street, Albany 7, N. Y. That department asks that when letters of request are written by school children, they be accompanied by a note from the teacher explaining the need for the material. Not more than one request should be forwarded from the same class. The request should indicate the total number of copies needed for that class.

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Adult Education Folder

A folder containing adult education aids and suggestions for local programs is now available from the Bureau of Adult Education. Since the folder is the size of a regular file folder with space for additions, it could well become the nucleus for an expanding personal file on adult education. Included are:

Bulletin I, State Aid for Adult Education
Bulletin II, A Comprehensive Program for Adult Education
Annual Reimbursement Form
Adult Education Activities Summary
Adult Civic Education
Community Resource Reservoir
Chart of State Education Personnel and Services
Summary of May State Meeting
Bridging the Gap
Publications and Program Aids
Order Form

Lecture Series

A series of ten lectures designed to acquaint college students with main facts of New York State's history, resources and development which have led to its economic leadership in the Nation will be established by the New York State College of Forestry, Syracuse University.

Among the lecturers who will appear in the course will be Dr Carl A. Guthe, Director of the New York State Museum, speaking on "The Natural Environment of New York State"; Dean William I. Meyer, State College of Agriculture of Cornell University, "Agriculture in European Recovery"; and Dr Carroll V. Newsom, Assistant Commissioner of Education, speaking on "Higher Education in New York State." Harold C. Ostertag, Assemblyman from Wyoming county, will speak on "The Government of New York State."

School Building Plans Approved

Building plans approved by the Division of School Buildings and Grounds of the Department include the following:

East Syracuse, boiler repairs, $2300

Potsdam, repairs, $6440

Balmville, kindergarten addition, $20,000

Red Creek, bus garage, $75,000

Hartwick, addition and alterations to Village Hall, $13,500

Chenango Forks, addition to central school, $384,452

Hampton Bays, heating installation, $6000

Yorktown Heights, repairs, $2250

Liberty, general repairs and alterations, $6000

Greenwich, repairs to roof, $4900

Montrose, alterations to heating plant, Buchanan School, $12,600

Catskill, miscellaneous projects, $2879

Glenfield, repairs to roof, Greig School, $2400

District 19, Oyster Bay, Nassau county, reroofing Manetto Hill School, $3000

Stillwater, repairs, $2900

Charlotte Valley, school bus garage alteration and addition, $2122

Mineola, memorial entrance and gates, athletic field at Hampton Street School, $6600

Mayville, bus garage, $27,000

District 3, Southport, Chemung county, addition to Coldbrook Park School, $70,000

District 8, Rotterdam, Schenectady county, repairs and alterations, $28,000

Hamburg, addition to elementary school, $25,000

Batavia, two temporary elementary school buildings, $115,000

Spencerport, fire escape, $2500

North Bangor, new elementary school building (temporary), $55,500

Wynantskill, two-classroom addition, $36,600

Brocton, bus garage addition, $10,000

Caledonia, installing floodlights on football field, $10,000

Clinton Heights, maintenance repairs, $12,000

Olean, bus garage, $24,698

Spring Valley, repairs and alterations, $6360

Brownville, bus garage, $50,000

Vestal, retaining wall, $6000; painting, $2484; filling in land recently purchased, $4000; two new school rooms, $3298; alterations at Ross Corners School, $2609.87

Schuylerville, bus garage, $8500

Westbury, new heating system, Post Avenue School, $29,000

District 6, Salina, Onondaga county, waterproofing and painting, Salt City School building, $7397.50

Wilson, addition and alteration, $231,000

Newark Valley, repairs, $2500

Catskill, construction of two tennis courts at high school, $9000

Lake George, fluorescent lighting, $17,000

North Syracuse, alterations to provide temporary classrooms, $85,000

District 5, West Seneca, Erie county, addition to grade and junior high school, and a garage, $150,000

Elwood, alterations and repairs, $22,000

Roslyn, bus garage, $23,000

Hamilton, landscaping and grading athletic field and school garage site, $8000

Minoa, classroom and bus garage building, $40,000

Lockport, extension of chimney, DeWitt Clinton Elementary School, $4378

Ilion, repairs to heating system, $2470

Farmingdale, repairs to heating system, $3000

Auburn, new Herman Avenue Grade School, $500,000

Endicott, heating installations, George Washington and George Johnson schools, $4530; replacing boiler at West Corners School, $4675

District 6, Petersburg, Rensselaer county, drilled well and plumbing, $3000

Madison, agricultural shop and bus garage, $25,000

Ashville, addition to school building, $100,000

District 5, Frankfort, Herkimer county, fluorescent lighting installation, $2256

Dexter, replacing boiler and stoker, $5000

Valhalla, alterations to School 1, Valhalla and School 2, North White Plains, $38,649

Sidney, bus garage and rough grading for future grade school, $95,000

Geneseo, bus garage, $45,000

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Long Service

Irving Wilsey, president of the board of Union Free School District 6 of Savannah, Wayne county, is serving his 46th consecutive year as a trustee of his district.

Design for Winter Reading

A List of Outstanding Current Books

SUGGESTED FOR ADULT READING BY THE BOOK INFORMATION SECTION, DIVISION OF LIBRARY EXTENSION, NEW YORK STATE LIBRARY

Fiction

Auslander, Joseph, & Wurdemann, Audrey. My uncle Jan. Longmans. $2.75

Baumann, John. Old Man Crow's boy; adventures in early Idaho. Morrow. $3.50

Bentley, P. E. Life story. Macmillan. $3

Boyce, Burke. Miss Mallett. Harper. $2.75

Cadell, Elizabeth. Gay pursuit. Morrow. $2.75

Cather, W. S. Old beauty and others [stories]. Knopf. $2.50

Clark, Howard. The mill on Mad river. (Atlantic Monthly Press bk) Little. $2.75

Crone, Anne. Bridie Steen. Scribner. $3

Cronin, A. J. Shannon's way. Little. $3

Forbes, Esther. The running of the tide. Houghton. $4

Forester, C. S. The sky and the forest. Little. $2.75

Godden, Rumer. A candle for St Jude. Viking. $2.75

Idell, A. E. The great blizzard. Holt. $3

Lancaster, Bruce. No bugles tonight. (Atlantic Monthly Press bk) Little. $3

Maxwell, William. Time will darken it. Harper. $3

Millar, *Mrs* Margaret. It's all in the family. Random House. $2.50

Niall, Ian. No resting place. Knopf. $2.75

Noble, Hollister. Woman with a sword; the biographical novel of Anna Ella Carroll of Maryland. Doubleday. $3

Norway, N. S. (Nevil Shute, *pseud.*). No highway. Morrow. $3

Partridge, Bellamy. The big freeze. Crowell. $2.75

Paton, Alan. Cry, the beloved country; the story of comfort in desolation. Scribner. $3

Plievier, Theodor. Stalingrad; tr. from the German by Richard and Clara Winston. Appleton-Century-Crofts. $3

Sandburg, Carl. Remembrance rock. Harcourt. $5

Sellars, I. P. (Crighton Sellars, *pseud.*). Contrary winds. Doubleday. $3

Sharp, Margery. The foolish gentlewoman. Little. $3

Shaw, Irwin. The young lions. Random House. $3.95

Sinclair, *Mrs* K. H. N.-W. (Brigid Knight, *pseud.*). The valiant lady. Doubleday. $3

Slater, Humphrey. Conspirator. Harcourt. $2.50

Spoelstra, C. (A. den Doolaard, *pseud.*). Roll back the sea; tr. from the Dutch by Barrows Mussey. Simon & Schuster. $2.95

Stern, David. Francis goes to Washington. Farrar. $2.50

Stewart, G. R. Fire. Random House. $3

Swinnerton, F. A. Faithful company; a winter's tale. Doubleday. $3

Vercel, Roger. Northern lights; tr. from the French by Katherine Woods. Random House. $2.75

Walsh, Maurice. The damsel debonaire. Lippincott. $2.75

Waugh, Evelyn. The loved one; an Anglo-American tragedy. Little. $2.50

Wellner, Jessica. A time for laughter. Simon & Schuster. $2.50

Wickenden, Dan. Tobias Brandywine. Morrow. $3

Wilder, T. N. The Ides of March. Harper. $2.75

Wouk, Herman. The city boy; the adventures of Herbie Bookbinder and his cousin, Cliff. Simon & Schuster. $2.95

Mystery and Detective Stories

Brean, Herbert. Wilders walk away. Morrow. $2

Daly, Elizabeth. The book of the lion. (Murray-Hill mystery) Rinehart. $2

Day-Lewis, Cecil (Nicholas Blake, *pseud.*). Minute for murder. Harper. $2.50

Hamilton, Bruce. Hanging judge. Harper. $2.50

Kutak, *Mrs* Rosemary. I am the cat. Farrar. $2.50

Lockridge, Richard, & Lockridge, F. L. D. I want to go home; a Captain Heimrich mystery. (Main line mystery) Lippincott. $2.50

Walling, R. A. J. The late unlamented. Morrow. $2.50

Nonfiction

Reference

Benét, W. R., *ed.* The reader's encyclopedia. Crowell. $6; $6.75 *thumb indexed*

Information please almanac, 1948; ed. by John Kieran; planned and supervised by Dan Golenpaul associates. (v. 2) Doubleday. $2

Stimpson, G. W. Information roundup. Harper. $3.95

White, W. W. Political dictionary. World Pub. $3.50

Philosophy and Religion

Ausubel, Nathan, *ed.* A treasury of Jewish folklore; stories, traditions, legends, humor, wisdom and folk songs of the Jewish people. Crown. $4

Hamilton, Edith. Witness to the truth; Christ and his interpreters. Norton. $3

Hemming, James, & Balls, Josephine. The child is right; a challenge to parents. Longmans. $2.25

McWilliams, Carey. A mask for privilege: anti-Semitism in America. Little. $2.75

Overstreet, *Mrs* B. W. How to think about ourselves. Harper. $3

Peale, N. V. A guide to confident living. Prentice-Hall. $3.50

Trueblood, D. E. Alternative to futility. (Austin Presbyterian theological seminary. Scarbrough lectures, 1948) Harper. $1

Economics, Foreign Relations, Education

Bailey, T. A. The man in the street; the impact of American public opinion on foreign policy. Macmillan. $5

Baldwin, H. W. The price of power; pub. for the Council on foreign relations. Harper. $3.75

Barbash, Jack. Labor unions in action; a study of the mainsprings of unionism. Harper. $3.50

Barley, A. L. Patrick calls me mother. Harper. $2.75

Baus, H. M. Public relations at work. (Am. council ser. of public relations books) Harper. $3.50

Beard, C. A., *ed.* The enduring Federalist. Doubleday. $4

Brinton, C. C. From many one; the process of political integration, the problem of world government [a book based on lectures delivered at Pomona college, Claremont, California in March 1947 under the Joseph Horsfall foundation]. Harvard Univ. Press. $2.25

Ebon, Martin. World communism today. (Whittlesey House pub.) McGraw-Hill. $4.50

Evatt, H. V. The United Nations. Harvard Univ. Press. $2.50

Ferguson, C. W. A little democracy is a dangerous thing. Association Press. $1.50

Gliksman, Jerzy. Tell the West; an account of his experiences as a slave laborer in the Union of Soviet Socialist Republics. Gresham. $3.75

Hinshaw, David. Take up thy bed and walk. Putnam. $2.75

Hofstadter, Richard. American political tradition and the men who made it. Knopf. $4

MacIver, R. M. The more perfect union; a program for the control of inter-group discrimination in the United States. Macmillan. $4

Patman, Wright. Our American government; the answers to 1001 questions on how it works. Ziff-Davis. $2.75; *paper* $1.50

Perkins, Dexter. The evolution of American foreign policy. (The Home univ. lib. of modern knowledge) Oxford $2

Pratt, Caroline. I learn from children; an adventure in progressive education. Simon & Schuster. $2.75

Ross, M. H. All manner of men [racial crisis in American life]. (Reynal bk) Harcourt. $3.50

Van Doren, C. C. The great rehearsal; the story of the making and ratifying of the Constitution of the United States. Viking. $3.75

Vogt, William. Road to survival. Sloane. $4

Ward, Barbara. The West at bay. Norton. $3.50

Weaver, R. C. The Negro ghetto. Harcourt. $3.75

Philology

Brown, I. J. C. I give you my word; and, Say the word. 2v in 1 Dutton. $2.75

Mencken, H. L. American language; an inquiry into the development of English in the United States [supplement *2*]. Knopf. $7.50

Natural Science and Useful Arts

Benedict, Ruth, & Weltfish, Gene. In Henry's backyard. Schuman. $2

Bromfield, Louis. Malabar farm. Harper. $3.75

Cohen, I. B. Science, servant of man; a layman's primer for the age of science. Little. $4

Eckstein, Gustav. Everyday miracle; through intimate and sympathetic observation of animals, a brilliant scientist illuminates the miracle of all life. Harper. $2.75

Lang, Daniel. Early tales of the atomic age. Doubleday. $2.75

Newman, J. R. & Miller, B. S. Control of atomic energy; a study of its social, economic, and political implications. (Whittlesey House pub.) McGraw-Hill. $5

Peterson, R. T. Birds over America. Dodd. $6

Smith, P. H. Perennial harvest. Harper. $3

Struik, D. J. Yankee science in the making. Little. $5

Teal, *Mrs* M. P. The earth is ours. Crowell. $2.75

Teale, E. W. Days without time; adventures of a naturalist. Dodd. $6

Fine Arts

Corbett, J. E. The man-eating leopard of Rudraprayag. Oxford. $2.50

Genauer, *Mrs* Emily. Best of art [a noted critic selects the outstanding paintings of the year in America]. Doubleday. $7.50

Grosser, M. R. Painting in public. Knopf. $2.75

Lomax, J. A. & Lomax, Alan, *eds.* 111 best American ballads: Folk song, U. S. A. Duell. $6

Sleeper, C. B. (*Mrs* H. R. Sleeper), & Sleeper, H. R. The house for you to build, buy or rent. Wiley. $5

Thomson, Virgil. The art of judging music. Knopf. $4.25

Yates, R. F. How to restore antiques. Harper. $4

Literature

Brown, J. M. Seeing more things. (Whittlesey House pub.) McGraw-Hill. $3.50

Eisenhower, D. D. Eisenhower speaks; Dwight D. Eisenhower in his messages and speeches; sel. and ed. by R. L. Treuenfels. Farrar. $3

Funk, C. E. A hog on ice, and other curious expressions. Harper. $3

Jarrell, Randall. Losses [poems]. Harcourt. $2

Meredith, William. Ships and other figures [poems]. Princeton Univ. Press. $2

Moore, J. C. Brensham village. Simon & Schuster. $2.75

Peale, J. P. Collected poems; ed by Allen Tate. Scribner. $4

Pearson, H. S. Sea flavor. (Whittlesey House pub.) McGraw-Hill. $3.50

Thurber, James. The beast in me and other animals; a new collection of pieces and drawings about human beings and less alarming creatures. Harcourt. $3

Untermeyer, Louis, *ed.* An anthology of the New England poets from colonial times to the present day. Random House. $3.95

Woodbury, George. John Goffe's mill. Norton. $3

Woolf, Virginia. The moment, and other essays. Harcourt. $3

History

Barbour, H. B. Sandwich; the town that glass built. Houghton. $5

Churchill, W. L. S. Second World war. v. 1: The gathering storm. Houghton. $6

Fairbank, J. K. The United States and China. (Am. foreign policy lib.) Harvard Univ. Press. $3.75

Jordan, P. D. The National road. (Am. trails ser.) Bobbs-Merrill. $4

Miller, J. C. Triumph of freedom, 1775–1783. (Atlantic Monthly Press bk) Little. $6.50

Moore, H. H., *ed.* Survival or suicide; a summons to old and young to build a united, peaceful world. Harper. $2

Moscow, Warren. Politics in the Empire state. Knopf. $3

Nichols, R. F. Disruption of American democracy. Macmillan. $7.50

Plenn, Abel. The southern Americas; a new chronicle. Creative Age. $4

Renault-Roulier, Gilbert (Raymond, Rémy, Roulier, *pseuds.*). Memoirs of a secret agent of Free France; tr. by L. C. Shep-

pard. [v. 1, June 1940–June, 1942, The silent company]. (Whittlesey House pub.) McGraw-Hill. $4

Rodgers, Cleveland, & Rankin, R. B. New York: the world's capital city. Harper. $5

Shulman, Milton. Defeat in the west. Dutton. $4.50

Stilwell, J. W. Papers; arr. and ed. by T. H. White. Sloane. $4

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(*College President*)
Such lack of preparation is a shame;
Of course the high school teacher is to blame.

(*High School Teacher*)
By Hen! That boy's a fool!
The fault, of course, is with the grammar school.

(*Grammar School Teacher*)
Poor kindergarten blockhead! And they call
That preparation. Worse than none at all.

(*Kindergarten Teacher*)
Never such lack of preparation did I see;
What sort of person can the mother be?

(*Mother*)
You stupid child! But then you're not to blame;
Your father's family are all the same.

Contributed by Lester E. Cofran,
Coordinator of Elementary
Schools, Jamestown

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